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Integration of The Merdeka Curriculum And The Cambridge Curriculum (Case Study Of An International Class At SMA Batik 1 Surakarta)

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ABSTRACT

This research is intended for three things, (1) describe the background to the implementation of the Integration of the Merdeka Curriculum and the Cambridge Curriculum at SMA Batik 1 Surakarta, (2) describe the pattern of implementation of the Integration of the Merdeka Curriculum and Cambridge Curriculum at SMA Batik 1 Surakarta, and (3) understand the implications of the Integration of the Merdeka Curriculum and the Cambridge Curriculum at SMA Batik 1 Surakarta. This research is a qualitative research with a descriptive approach. The research was conducted during PLP (Introduction to School Field) II. The data were obtained through observation and interviews with the curriculum supervisor. The analysis technique is done by collecting data, reducing data, presenting data and drawing conclusions. The results of this research are (1) The background to the implementation of the integration of the Merdeka Curriculum and the Cambridge Curriculum due to future educational needs. (2) Equating student and teacher textbooks with textbooks (in English) in the Cambridge curriculum but not for all subjects, and schools holding courses by bringing in native speakers, as well as facilitating students who wish to take Cambridge certificates. (3) Students have active and passive English language skills, as well as being a school brand that is much in demand today.

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INTRODUCTION

The current era of globalization has given rise to various changes for people's lives both in local and global scale. Globalization also has an impact. The world of education is experiencing changing patterns learning (Abidin et al., 2022). Changes in learning patterns must be considered so as not to be left behind by changing times. Therefore strategies are needed for internal educational institutions facing the situation and challenges of education in the 21st century (Primarni et al., 2022). Teacher plays an important role as the key to successful learning must prepare the ability to adapt with learning situations. This aims to provide material delivered is optimal and capable of producing results qualified alumni who are capable of global competitiveness.

Apart from that, other factors influence quality graduates and the quality of education, namely the curriculum. Curriculum is a system consisting of components which are closely related and mutually support each other. Curriculum components consist of objectives, learning materials, methods, and evaluation. The curriculum will work towards achieving its goals education is through mutual cooperation between all sub systems. So that all curriculum components serves as a foundation in implementing the curriculum in orderrunning optimally.

According to Oemar Hamalik in his book *The Teaching and Learning Process*, since the existence of humans on this earth with their civilization, since then essentially there have been educational and teaching activities. In contrast to the present, where education and teaching is carried out in schools, in the past activities were carried out in community groups, which in adulthood were called informal education.

Education is guidance that is consciously provided by an educator who has an important role. The educator is the person who interacts most directly with students. Therefore, it shows that the success of a learning activity process is very dependent on the presence of an educator.

Because of this, educators have a very big responsibility, where every teacher guides, teaches, directs and provides instructions and provides an example directly to their students. Educators do not fully play a role as a factor in the learning process, but there are other factors that are no less important, such as the presence of students, learning methods, learning media and so on.

Implementing education, management is needed, which is part of the education curriculum. The educational curriculum is an educational implementation plan written to serve as a guide for each educational institution in the teaching and learning process (Martin & Simanjourang, 2022). Conceptually, the curriculum is a response from educational institutions in developing the nation's young generation according to the needs of society and the nation. Meanwhile, functionally, the curriculum functions to produce the younger generation based on national culture, as well as current developments, both now and in the future (Kemendikbud, 2012).

The curriculum according to experts, namely TI Sukariyadi, quotes from the opinion of Harold B. Albery (1965) that the curriculum is the school's responsibility regarding all student activities in the school environment, both activities in the classroom and activities outside the classroom. According to the argument of Null (2011) quoted by Ansyar, M curriculum is a very important thing in education because the curriculum is like the heart of education, namely the activities that will be carried out and the material that will be taught by educators. Then according to S Nasution, whose opinion was quoted by Asy'ari and Hamami in their journal, S Nasution's opinion (1989), curriculum is a plan prepared to make learning in the classroom or outside the classroom effective and efficient (Asy'ari & Hamami, 2020) . Meanwhile, Hidayat, Firdaus, and Somad quote in the book "*Basic Principles Curriculum and Instruction*" written by Tyler, curriculum is learning planning aimed at the entire school community (school stakeholders) to achieve educational goals (Hidayat et al., 2019).

The curriculum has a dynamic nature, namely a nature that adapts to the times (Soleman, 2020). In Indonesia itself, the curriculum has been changed several times, more precisely 9 times, because the curriculum in Indonesia tries to adapt to the times (Alhamuddin, 2014). The curriculum in Indonesia was first formed in 1947 after Indonesian independence, then the 1952 curriculum, the 1964 curriculum, the 1968 curriculum, the 1975 curriculum, the 1984 curriculum, the 1994 curriculum, the 2004 curriculum (we usually know it as Competency Based Curriculum), the 2006 curriculum (we usually know it with KTSP or Education Unit Level Curriculum), 2013 curriculum (Alhamuddin, 2014). Currently, the government has attempted to develop a curriculum which is now known as the independent learning curriculum.

The independent learning curriculum is a curriculum organized for proper education with a focus on freedom of creativity and developing the potential of each student by improving critical thinking reasoning, varied and innovative learning which is able to make students have good understanding, not just knowing (Rahayu et al., 2022). According to the official website of the Indonesian Ministry of Education and Culture, which was uploaded in 2021, the advantage of the Merdeka Curriculum is that it has a more innovative, interactive and relevant way of learning with the times. Apart from that, the Merdeka Curriculum gives the right to freedom in learning according to field conditions. And the Merdeka Curriculum emphasizes learning to focus on developing students' potential and material in depth. However, the Ministry of Education and Culture gives each educational institution the freedom to use the curriculum it implements, be it the 2013 curriculum, the emergency curriculum, or the Merdeka Curriculum.

The Cambridge Curriculum is a curriculum program in an effort to teach and make English a second language for curriculum users. The Cambridge curriculum is used for certain subjects, including: English, mathematics, science (physics,

chemistry, biology), and digital literacy. The Cambridge curriculum has four stages which are adjusted based on the age of the students, including Cambridge primary (age of students starting from 5 years), Cambridge lower secondary (age of students starting from 11 years), Cambridge upper secondary (age of students starting from 14 years), Cambridge advanced (student age starts from 16 years) (Cambridge University Press & Assessment, 2023).

Curriculum integration, integration is taken from the word "integer" which means combination, whole, coordination (Nasution, 2006). Meanwhile, according to Oemar Hamalik (2016), integration in developing a curriculum means combining and combining scientific disciplines. In curriculum integration there are models, according to Robin Fogarty (2009), there are 10 models for curriculum development, including:

1. The Fragmented Model
2. The Connected Model
3. The Nested Mode
4. The Squenced Mode
5. The Shared Model
6. Webbed Model
7. The Threaded Model
8. The Integrated Model
9. The Immersed Model
10. The Netowrked Model

In accordance with the explanation above, researchers are interested in discussing the integration of two curricula, namely the Merdeka Curriculum and the Cambridge curriculum at SMA Batik 1 Surakarta.

METHODS

Data collection techniques are something that important in research because technique is very important strategy to obtain the necessary data. According to Patton, qualitative research data is obtained by triangulation which includes interviews, observations, and documentation.

Type of Research

Qualitative research according to Denzin & Lincoln (1994) is research conducted under natural research object

conditions and using existing methods. The method in this research is carried out directly or as a field study, so what the researcher needs to do is to observe the object directly into the field. Then the researchers also conducted interviews with representatives of the deputy head of the curriculum department to obtain valid information and data regarding the integration of the Merdeka Curriculum and the Cambridge curriculum in the international classes of SMA Batik 1 Surakarta.

Research Sites

This research was carried out at SMA Batik 1 Surakarta from 24 July 2023 to 18 August 2023. The research was carried out when the researchers implemented the Introduction to School Environment 2 (PLP 2) program. The School Environment Introduction Program 2 is a program held by the Faculty of Science and Education Teaching and the Faculty of Islamic Religion, Muhammadiyah University of Surakarta which collaborates with schools in the Soloraya area which is not far from the Muhammadiyah University of Surakarta campus.

Research Object and Subject

Research subject is something that becomes an informant for researchers who is able to provide information related to the research topic being researched. Research subjects are people who have broad insight regarding the research topic. The subjects in this research were the deputy head of the curriculum staff who had responsibility for the special curriculum for international classes at SMA Batik 1 Surakarta.

The research object is something that will be studied by the researcher. According to Arikunto (2010), research objects are research variables that are used as the center of attention in research. The object of this research is the curriculum in the International class of SMA Batik 1 Surakarta.

Data Sources

According to Patton (1990), states that there are three types of qualitative research data:

1. Qualitative data obtained from observations. Observing the progress of the curriculum in the International class as well as events that have occurred and are being planned in the International class of SMA Batik 1 Surakarta.
2. Qualitative data obtained from interviews with informants according to the research topic. The informant or resource person who is suitable for this research topic is the deputy head of the curriculum department.
3. Qualitative data obtained from written materials, one of which is documents from the school.

Data Analysis

In conducting data analysis, Miles and Huberman (1992: 20) have a description of the process in analyzing qualitative research data, the first step taken is data collection, after collecting all existing data, the second step is carried out, namely presenting the data, then continuing with reducing the data into the final step before giving a conclusion. Data reduction is an effort to summarize the data that has been collected, then sort it and adjust it to certain categories or themes. After that, the final stage or fourth step is data verification and conclusions.

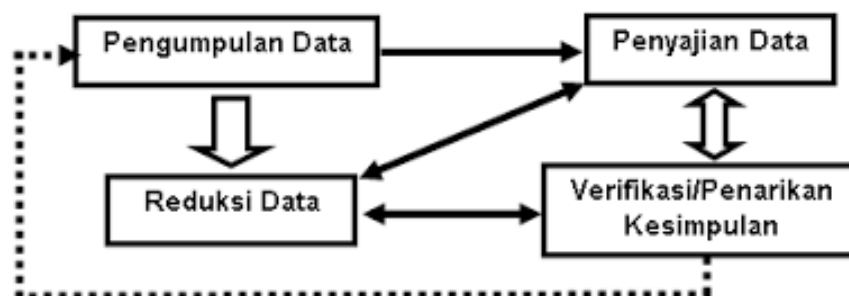


Figure 1. data analys

RESULTS AND DISCUSSION

Result

The Merdeka Curriculum has been implemented since 2021, but the Ministry of Education and Culture has given educational institutions the freedom to use the curriculum, be it the Merdeka Curriculum, kurtilas (2013 curriculum), or simplified curtilas (Emergency curriculum). The facts on the ground are that there are also educational institutions that combine two curricula, one of which is SMA Batik 1 Surakarta which combines the Merdeka Curriculum with the Cambridge curriculum specifically for international classes.

Background to Curriculum Integration SMA 1 Batik Surakarta is one of the driving schools in Surakarta which applies more than one curriculum or what is called curriculum integration in its special classes. The curriculum applied in learning is the Merdeka curriculum and the Cambridge curriculum. The two curricula are implemented simultaneously without changing the mandatory curriculum, in this case the Merdeka curriculum as the national curriculum. Curriculum integration is implemented because of the background which is a hope for the school, especially in the International class of SMA Batik 1 Surakarta. In this regard, based on the results of interviews with the Deputy Head of Curriculum Staff, it was explained that:

"The background should be for schools to have a program or open international classes first in 2021, this is already the 3rd

class, which means that it has been 3 years since the International class was opened or launched, so the curriculum must first be integrated with the Cambridge curriculum and the National curriculum at that time in use. Over time, because the Curriculum from 13 to the Merdeka Curriculum because Batik High School is the First PSP school, the curriculum became the 13 to Merdeka Curriculum so that those at International also followed the integration of the Merdeka Curriculum with the Cambridge Curriculum. The hope is that the children of international graduates will be able to study further abroad with a Cambridge license. "So, since we first opened International classes, we have referred more to the Cambridge Curriculum but not all subjects."

The reason behind the Cambridge curriculum being an International curriculum is because the Cambridge curriculum is easy to apply in conjunction with the National curriculum, this is reinforced by the argument by Sinta & Utama (2021), that the pattern of material given to students using the Cambridge curriculum is easy for participants to understand. students because the Cambridge curriculum itself offers a class known as the AS & A Level International class where the programs are able to meet the needs of students in terms of cognitive, affective and psychomotor skills. As stated by the Curriculum Staff below:

"Initially there were many available at several overseas campuses, it was the Cambridge certificate that we initially saw as an opportunity. In the past, initially because the most available ones could be accommodated in America, Europe, it was from Cambridge. In Germany, yesterday we also collaborated with them, there were several who were studying further or had already registered in Germany. Dai doesn't need Cambridge, instead they need A3 or A2 languages which are available in America or Germany, so we facilitate this. "Because the initial target is to facilitate those who want to study further abroad."

Thus, it can be concluded that the background that led to the implementation of curriculum integration in the International Class of SMA Batik 1 Surakarta was:

1. Views about future educational needs.
2. To form a different learning system.
3. To produce a generation with a global perspective.
4. Because the Cambridge Curriculum is easy to apply to the National Curriculum or the curriculum currently used (Merdeka Curriculum).

Pattern of Implementing Curriculum Integration The implementation pattern between the Merdeka Curriculum and the Cambridge Curriculum was also conveyed as stated by the Curriculum Staff as follows:

"Actually, for the IPA IPS subjects we emphasize mastery of English. But for some subjects prepared for Cambridge, we provide additional hours for English courses. For example, in grades 10 and 11, there will also be additional Cambridge mathematics. The structure still follows the National structure for the number of JPs and so on. "But for the content, we adapt the content to the existing needs and structure at Cambridge."

According to the official Cambridge website, learning in classes that use the Cambridge curriculum emphasizes students to study subjects more deeply by thinking critically and doing direct practice, so that students will be able to apply what they learn

in class. Students have more action than educators. Students will be taught to be able to think critically, work independently and collaborate with each other to produce perfect practice. Because in the Cambridge curriculum, students are encouraged to have international competitiveness and knowledge.

The Curriculum Staff also explained what was the focus of the International class program at SMA Batik 1 Surakarta as follows:

"The learning requirements for science and social studies are in English. For other lessons, we still use Indonesian, including Cambridge English, which is an addition. Usually the ones that are full in English are only science and social studies. For others according to normal lessons"

This is reinforced by the Curriculum Staff's statement regarding the similarity of student handbooks:

"For the same thing as a self-study handbook, the material content is still from National. Maybe we can just translate it into English. But there are several National books that are Cambridge books, such as physics, which translate Cambridge books purely into Indonesian, even though they are used for all classes (International and Regular classes). Because the Merdeka curriculum is almost based on the Cambridge curriculum, the reference books from Cambridge are purely translated. Especially the IPA ones from Cambridge. Maybe because the Merdeka curriculum more or less adopts the structure in Cambridge."

Furthermore, regarding cooperation between schools and campuses abroad, the Curriculum Staff also conveyed the following:

"If there is collaboration with external campuses, only Cambridge itself has its own rules. Coincidentally, because the one in Solo doesn't exist yet, we are referring to the one that already exists, the one that has already done it. "We collaborate with other schools to look at

the curriculum structure, what subjects are used, for further study what subjects are used."

With the different backgrounds of each student, SMA Batik 1 Surakarta has prepared several solutions as stated by the Curriculum Staff as follows:

"For those PPDB who were initially selected, the British had already been selected from the start. Even though the class in reality does not match the one at the time of selection. Well, usually there will be additions to the team by bringing in native speakers or English Cambridge for example or by outbound activities in English. "Look forward to our routine bringing in native speakers from abroad at schools for activities both online and offline."

"Several teachers have been appointed as Inter class teachers. Yesterday we were given training and additional training. But there are also those who teach in Regular classes"

"The activity program has strengthening content and materials, for example comparative study programs abroad, it is clearly the same as outbound activities such as going to English villages, for example with several institutions that provide English language activities."

Regarding special programs implemented by SMA Batik 1 Surakarta, such as Student Exchange, the Curriculum Staff also explained as follows:

"Exchange students only participate in school activities. If it's like going abroad and so on, there are. Activities such as student exchange, campus studies in grades 11-12, campus studies must be abroad. "For those in early 10th grade, we are still introducing them to international classes at universities in Indonesia."

"For recommendations for participating in student exchange, you can apply yourself, take part in activities in collaboration with Batik High School, for example yesterday UNIMUS had several activities, such as tomorrow, for example going to Malaysia or Singapore, in collaboration with the UNIMUS Semarang campus. There are

several student exchange activities, collaboration activities in Malaysia or Singapore, so that is mandatory because there are packages that we program for activities abroad. "Even if there is a Student Exchange outside like this in grade 11, some will go to America for a few months, we will just facilitate it."

Implications of implementing curriculum integration implication is an impact caused by something. Quoting from the Big Indonesian Dictionary (KBBI), implication is involvement or involvement with something. Matters related to the implications of implementing curriculum integration at SMA Batik 1 Surakarta have a background as a pilot project, as explained by the Curriculum Staff below:

"If the implications of curriculum integration are at least children have more English language skills than regular children. Then there is the opportunity for further study which is facilitated. If someone wants to take a Cambridge certificate, we already have collaboration. The Cambridge certificate depends on whether the child wants to take it or not, if he really wants to take it, we will distribute it for his exam. The point is that at least they have two opportunities, even if they don't leave the country, they can still choose a university in the country according to their goals. If the curriculum is only Cambridge then there will be limitations. Now Cambridge also has many campuses that no longer require TOEFL, so the requirements for leaving the country are no longer purely Cambridge, outside there will also be developments in the requirements for entering campuses that don't require TOEFL. "So we also have to follow, if you need a Cambridge certificate we facilitate it, for TOEFL we provide the TOEFL test."

Apart from that, the integration of the curriculum at SMA Batik 1 Surakarta is implemented because of the view of future educational needs, this is reinforced by Utami's statement (2019), that the curriculum needs to be updated by designing a learning

process that is able to produce students with adequate abilities. Needed according to the times. As the results of interviews with Curriculum Staff show below:

"The impact will be on school branding, from there it can become a medium to strengthen the interest of people or users at this school. If it is a private school, students should be an important part of the school. How do we carry out student recruitment, one of which is if we open an international class with several advantages, people can think that this is a good opportunity and want to study abroad or within the country, if it is facilitated, you will know that this program is clear. Automatically the impact is on the school's image. "It turns out that the school is in the Inter class, it could be that later everything becomes an

International class and becomes an International school."

Furthermore, the school's expectations regarding the existence of International class students at SMA Batik 1 Surakarta are as stated by the Curriculum Staff below:

"Just according to the target, the target is to be able to further study abroad, if not, further study abroad will at least be facilitated at State Universities in Indonesia. There are several children who stay abroad and we facilitate those who we do not also facilitate in the country. "For the additional program yesterday, we prepared for scholastics, academic tests, TPA. Later, if we find out we want to go to the country, we will provide additional programs for that."

Table 1. Table Superiority and Constraint

Superiority	Constraint
It has two curriculum, namely the merdeka Curriculum and The Cambridge Curriculum.	Some students experience difficulties in English because they do not previously have basic English skills.
Opening International Classes since 2021 which has been running for 3 years using the Cabridge Curriculum.	Some theachers are not prepared enough to provide and implement material ro students, especially in Inslamic Religious Education subject, because they are not yet competent with international languages.
Using the Cambridge Curriculum to use a learning system that is different from other schools so that it is different from other schools.	Lack of suitability of student with local culture due to relevance and understanding of local issues.
Has a special program, namely Student Exchange. The Cambridge Curriculum emphasizes student's critical thinking.	Not all subjects are supported by books in the student's learning process.

CONCLUSION

The conclusions Based on the description and analysis of data written by the researcher above regarding the Integration of the Merdeka Curriculum and the Cambridge Curriculum, the following conclusions can be drawn. The results of this research are

1. Thus it can be concluded that the background that led to the implementation of curriculum integration in the International Class of SMA Batik 1 Surakarta is:
 - a. Views about future educational needs. Because the curriculum is a response to the needs of society and the nation, SMA Batik 1 Surakarta holds international classes.
 - b. To form a different learning system.
 - c. To produce a generation with a global perspective.
 - d. Because the Cambridge Curriculum is easy to apply to the National Curriculum or the curriculum currently used (Merdeka Curriculum).
2. The pattern of implementing SMA Batik 1 Surakarta in the integration of the Merdeka Curriculum and the Cambridge Curriculum, namely by equating student and teacher textbooks with the textbooks (in English) in the Cambridge curriculum but not for all subjects, holding courses by bringing in native speakers, and Facilitate students who wish to take Cambridge certificates.
3. The implication of implementing the integration of the Merdeka Curriculum and the Cambridge Curriculum is that students have active and passive English language skills, as well as being a school brand that is much in demand today. Apart from that, the school has good branding because it has special classes that can enable students to speak English and even study abroad.

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